



**University of New Mexico
(UNM)**

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Accessibility Resource Center
AHEAD Conference 2009

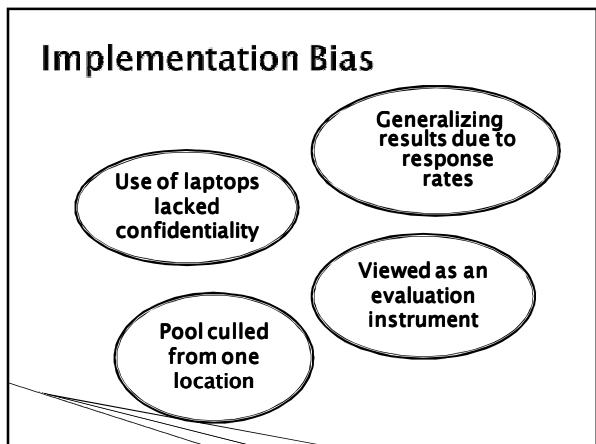
UNM Facts

- ▶ Hispanic Serving Institution
- ▶ Flagship for New Mexico
- ▶ Majority-minority population

Ethnicity	2006	2007	2008
African American	2.3	2.3	2.5
American Indian	11.8	11.8	12.3
Asian/Pacific Islander	3.1	3.3	3.3
Hispanic	31.0	31.6	32.2
White/non-Hispanic	44.4	43.8	43.0
International	2.7	2.9	3.0
No Response	4.6	4.1	3.7

Questionnaire Implementation

- ▶ Announcements
 - UNM News Minute
 - President's Weekly Address
 - Listserv Messages
 - Direct link from our main webpage
- ▶ External Attempts
 - Flyers
 - Stickers
 - Prizes
 - Personal invitation/ visible weekly
 - 11 am - 2pm at Student Union



Results

Numbers	
Faculty	24
Administrators & Staff	81
Students without Disabilities	230
Students with Disabilities	73
Total	408

Sample Faculty/Staff Comparison

Professionals with the following types of documented disabilities may be as effective on the job as professionals without disabilities in the same occupation:

	Faculty Average	Staff Average
Learning Disability	5.05	4.87
ADD/ADHD	5.32	4.97
Physical	5.77	5.49
Deaf/HOH	5.36	5.37
Blind/Low Vision	5.45	5.14
Psychiatric	4.86	4.38
Chronic Health	5.50	4.73
Other	6.00	4.00

Faculty Comments

- Fairness is not the issue: Accessibility is the issue.
- Research indicates that these accommodations allow those with a disability to better reflect their understanding of content etc. Similarly, when these accommodations are provided to students without disabilities, those students do NOT perform any better than they would without the accommodations
- I wish I knew how to help students with disabilities better. I have been very confused and felt helpless about my teaching style not suiting such students.
- In a professional program, students with disabilities must be able to meet same requirements as students without disabilities as they have to meet standards set by national credentialing bodies.

Sample Student Comparison

How willing was the faculty member to provide or assist you in receiving the accommodation?

Accommodation	Average
Copy of syllabus before semester	4.06
Title of textbook & assignments	3.93
Sample of test format	3.04
Model of completed assignment	3.10
Preferential seating	3.90
Copy of instructor's materials	3.34
Extra exam time	4.09
Alternative format	3.16
Tutoring	3.43
One on one meetings	4.25
Study groups	3.34
Internship accommodation	2.83

How fair for students without disabilities when accommodations provided to students with disabilities?

Accommodation	Average
Copy of syllabus before semester	4.70
Preferential seating	5.28
Extra exam time	4.75
Priority registration	3.83
Alternative format	5.07

Students with Disabilities:

Describe any barriers to your academic success that you have experienced and ways to eliminate them.

- Bad sound design in classroom – noise suppression panels in classrooms
- Barrier: Faculty/staff feeling inadequate, fear, anger and confusion when a disabled student is in their classroom or job area. Solution: Educate them in the areas of disability accessibility, accommodations, myths and prejudices.
- Inability to receive a full refund for having to drop a class after full tuition refund date.
- Discrimination, negative attitudes, violations of confidentiality.
- Courtesy and common sense should prevail.
- Few professors didn't understand how to work with students with disabilities till I approach them and explain how to work with me. It improved after that.

Immediate Benefits

- ▶ Visibility
- ▶ Awareness
- ▶ Positive Statement to Students with Disabilities
- ▶ Inclusive
- ▶ Mirrored similar campus initiatives
- ▶ Impetus for change within the department

Departmental Changes

- Transition to Social Justice model
- Student Focus Groups
 - Smoking Cessation
 - Assistive Technology
 - Library Services
- Procedural changes in the initiation of accommodations
- Staff Training/Retreat
- Redirection to ARC as a campus wide resource

Campus Changes

- ▶ Policies/Procedures
 - University Academic Adjustment Policy
 - Reporting Problems
- ▶ Attitudinal
 - Associated Students for Empowerment
 - Delta Alpha Pi
- ▶ Physical
 - Reporting problems
 - Outreaches to other departments

Next Step: To Realize Our Mission

- ▶ Accessibility Resource Center recognizes individuals with disabilities as an integral part of a diverse community and is committed to the provision of comprehensive resources to the University community (faculty, staff, and student) in order to create equitable, inclusive, and practical learning environments.
